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ABSTRACT

Changes in adolescents' self concept as a result of participation in a camping program were studied. Subjects were 57 males and females, aged 14-18, who spent 9 weeks with the Man and His Land program, travelling on eight camping expeditions. Three hypotheses were tested through pre-, mid-, and posttests: (1) Differences would be shown in pre- and posttest global self-concept and self-esteem measures; (2) Differences would be seen between global prettest and situationally specific midtests; and (3) A relationship would exist between pre- and posttest global self-concept and the situationally specific self concept measures gathered at the midtests. Global self-concept was assessed before and after the program through the Adjective Check List (ACL) and the Tennessee Self Concept Scale (TSCS). Midtests were conducted, using the ACL at three points during the program, to measure self concept at specific program junctures. Significant improvement was found in the posttest scores of the TSCS. Analysis of the ACL showed that most of the scales shifted positively from pre- to posttest. Four patterns of adjective use were discerned, three of which reported positive results in the areas of goal direction and task oriented behaviors and attitudes. (FG)

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THE EFFECTS OF HIGH ADVENTURE ACTIVITIES ON ADOLESCENT SELF-CONCEPT: A COMPARISON OF SITUATIONALLY SPECIFIC SELF-CONCEPT MEASUREMENTS AND GLOBAL SELF-CONCEPT MEASUREMENTS

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A Paper Presented at the
American Camping Association
National Convention
1982

by
Alan N. Wright

SP 021 543

Introduction:

I'll begin this presentation by giving a brief overview of some components of self-concept theory upon which this research project was based.

[SHOW OVERHEAD #1]

One of the key notions of the social-psychological view of the self is that the self is seen as an object. It's as though we look in a mirror and say "that's me". If I were to stand apart from my body and look at that object out there called Al Wright I would no doubt have certain beliefs about that object called self. Those cognitions, ideas, or beliefs we have about ourselves are the self-concept.

At the bottom of the overhead we have a definition of self-concept which is taken from Sobieszek & Webster (1974, p.29). "The self is a dynamic entity consisting of a set of self-referent ideas which have been formulated from numerous past evaluations of the individual in different situations." (italics mine) Dynamic means that the self-concept is changeable not static. A set of self-referent ideas refers to the fact that we view ourselves as an object which we can define and evaluate. The beliefs about the self are formulated from specific experiences that become the building blocks of our self-concept. Specific situations provide the 'chunks of information' that we use to put together our view of ourselves.

[SHOW OVERHEAD #2]

When thinking about the self we can outline two broad dimensions or aspects of the self that are actually the responses to the two

hypothetical questions Donald is asking himself this morning. The first question, "What am I like? or Who am I?" is what I refer to as the definitional self. The definitional self is that collection of attributes or characteristics which the individual would use to describe himself. It is the descriptive component of the self and some writers are now trying to restrict the term self-concept to what we will be calling the definitional self.

The second question, "How do I feel about who I am?" is what I call the feeling self. The feeling self is the worth which an individual would give to his or her definitional self. It is the valuative component of the self and the terms self-esteem or self-regard are appropriate synonyms.

One additional set of terms that must be defined for our discussion this morning is global self versus specific self. Global self is the general or over-all set of ideas and feelings about the self. Specific self is the set of ideas and feelings about the self within a specific context or environment or role. For example, one could speak of the specific self in a high adventure activity,or specific self as parent, or athletic self, or the party-goer self and so forth.

Collection of Data:

Allow me to tell you what I did in the study and then go back to the expectations or hypotheses of the study.

[SHOW OVERHEAD #3]

The study population was comprised of 57 participants of Man and His Land Expeditions, western trips I and II. The Man and His Land program is a travel camp that spans nine weeks and includes eight separate special experiences called expeditions. The camp travels for the purpose of those camping expeditions rather that being one of the site seeing type of travel camps. The age range of the participants was from 14-18 with a mean age of 15.47 for males and 15.56 for females. Thirty-four males and 23 females were involved in the study. The subjects were predominately from upper-middle class or higher social status.

Five different administrations of the instruments were given as can be seen on the overhead. At the pretest a global view of self was assessed with both the Adjective Check List (ACL) and the Tennessee Self Concept Scale (TSCS). The three different midtests recorded a specific view of self as measured by the ACL. The posttest again recorded a global view of self giving both the ACL and the TSCS to the subjects.

Instruments:

The Tennessee Self Concept Scale was used as a general over-all measure of self-esteem or feeling self. The overhead shows a part of the TSCS. The complete scale consists of 100 items. The TSCS was given

[SHOW OVERHEAD # 4]

at the pretest and the posttest.

The Adjective Check List can be seen on the next overhead and

[SHOW OVERHEAD # 5]

includes 300 adjectives which the participant can check if the

adjective is self-descriptive. The ACL was used at both the pretest and the posttest as a global measure of both definitional self and feeling self. The ACL was also used at the midtests to assess the specific self in a major peak ascent involving snow and ice travel, a technical rock climbing ascent, and a whitewater rafting trip.

In order to utilize the ACL for measuring both a global view of self and a specific self the directions for the instrument were changed at the midtests. The overhead shows the modification made in the instrument for the specific view of self.

[SHOW OVERHEAD # 6]

Hypotheses:

The preceding discussion has outlined the procedures of the study. Now let me quickly outline the hypotheses of the study. First of all, I thought there would be a difference in both the definitional self (self-concept) and the feeling self (self-esteem) between the global measures taken before and after the entire summer experience. Secondly, I expected to see some differences between the global view of self measured at the pretest and the specific view of self measured at the midtests of Mt. Rainier, the Tetons, and the Green River. Thirdly, I expected to see a relationship between the changes in the global view of self evident from a comparison of pretest and posttest and the specific view of self gathered at the midtests.

Analysis and Results:

What did the analysis of the data actually show in relationship to these three hypotheses. When we examine the overall changes from pretest to posttest we find the TSCS showing significant improvement. Table 1 shows that nine of the ten major scales of the TSCS showed significant changes at .05 or greater (using correlated t-tests).

[SHOW OVERHEAD # 7]

Total P is the most important single score on the counseling form of the test and it showed a mean increase from 342.65 to 351.90 which is significant at greater than .001.

Lest we get lost in the numbers, this graph reflects the change that took place. The means from the ten scales are plotted on the standardized profile sheet developed by the authors of the scale.

[SHOW OVERHEAD # 8]

To interpret the ACL the analysis of variance for correlated groups was used and of the 24 scales available from the ACL, 23 shifted positively from pretest to posttest (the other scale remained the same). Nine of those 23 scales were significant at the .05 level or greater. So one would conclude that there seemed to be a change in self-concept and self-esteem from pretest to posttest.

Now when we examine the data for a difference between the global self-concept seen at the pretest and the specific self-concept seen at the midtest the analysis at times becomes detailed and complex. So because of the time factor I won't report all the information but will provide an overview. (The full report of this material can be found in a thesis

done for graduate work at George Williams College, Downers Grove, Ill.)

If we examine what happens to the 23 scales from the ACL we find different patterns occur at the midtests. Four distinct categories emerge.

[SHOW OVERHEAD # 9]

The Type I scale pattern left me both confused and alarmed when I first saw it because it appears as if there is a dramatic negative movement at the midtests. And these included the scales of Total Adj. Checked, Favorable Adjective Checked, Intraception, Lability, Heterosexuality, Affliation (sustain personal friendships), Nuturance, Personal Adjustment, Succorance (solicit sympathy or emotional support), Aggression, and Change. What I discovered was that the drop in those 11 scales was a function of the scoring system of the ACL combined with the shift to describe a specific view of self.

What happens is that focusing to a specific view of self narrows or limits the number of adjectives that will be checked out of the possible 300. (E.g. pretest average person checked 100 adjectives and on the midtests the average person checked 60). Scales are derived from certain clusters of adjectives being checked. So what we find is that some scales no longer become appropriate to describe the 'high adventure self' and some scales remain resilent and therefore do describe the individual in the specific context of the high adventure activity.

The leading question is what is characteristic of the scales in patterns II, III, IV that would explain their maintaining an adequate response set. There must be certain adjectives which make up these scales (II, III, IV) which are significant for describing the specific view

of self related to those high adventure experiences.

As a footnote, what differentiates these three patterns is the self-report collected from the Green River Expedition. The Green River proved to be a very different experience in some ways when compared to Rainier and the Tetons and the instrument reflected that difference. Time prevents me from discussing the difference.

However, I would like to report on the commonality of the scales in patterns II, III, IV. A close examination of the definitions for these three scale types was done. All scales from all three patterns can be related to the general construct of goal-directed / task-oriented behaviors and characteristics.

[SHOW OVERHEAD # 10]

Type II scales included Self-Control, Achievement, Endurance, and Order. The following phrases for each scale have been exerpted from Gough and Heilbrun's manual for the ACL (1965, pp.7-11). Self-Control: diligent, practical; a loyal worker. Achievement: hardworking; motives internal and goal centered. Endurance: self-controlled and responsible. Order: sincere and dependable; emphasis on neatness, organization, and planning.

This cluster of scales that showed a common pattern (Type II) are all strongly related to taking responsibility. A person scoring high on these scales would be the one to whom you would entrust a job and expect it to get done.

[SHOW OVERHEAD # 11]

Type IV scales included Dominance, Self-Confidence, and Counseling Readiness. Once again a close examination of the explanations for these

scales yields the following ideas. Dominance: seeks to sustain leadership roles; forceful, strong-willed, persevering individual; confident. Self-Confident: poised and self-assured; a sense of dominance; persistent; an actionist; wants to get things done. Counseling Readiness: self- confident; poised, sure of himself and outgoing; seeks company of others; likes activity.

This cluster of scales might best be summarized by the word self-confidence. An individual such as this would be sure of himself/herself and probably willing to take charge and strive for the goal.

[SHOW OVERHEAD # 12]

Type III scales are Exhibition, Abasement, Deference, and Autonomy. Again using the definitions provided by the authors we find the following information. Exhibition: draws attention to oneself; poised; and self assured; opportunistic. Abasement: optimistic; poised; productive and decisive; not fearing others; confident manner; alert and responsive to others. Deference: energetic, spontaneous, and independant; likes attention; likes to supervise and express his will. Autonomy: act independantly of others or of social values and expectations; independant; assertive; self-willed.

This group is perhaps best summarized by assertiveness and initiative. In contrast to groups II and IV, more of a social orientation is implied. This individual would have a social confidence; not fearing others.

In summary, although it is indeed a very subjective process, an examination of the definitions related to this large group of scales seems to point to a common thread. The individual scoring higher on these scales

would be a confident doer, a strongly inner-directed individual showing a strong sense of competence.

Another way to look at the specific self of the midtests was to tally the number of times a word was checked by the participants for a given experience. For example, the following three overheads show the percentage of participants who checked specific words (i.e. the most frequently checked words among all participants).

[SHOW OVERHEADS 13,14,15]

When you begin to compare the words most frequently checked you find a good deal of overlap and consistency between the experiences.

[SHOW OVERHEAD # 16]

Using a subjective evaluation process to look for common themes among the words most frequently checked one uncovers concepts such as having a goal centered task orientation, anxiety, and social interaction with a task bias.

The next overhead summarized the characteristics of the definitional self resulting from high adventure activities. There appears to be

[SHOW OVERHEAD # 17]

something different about the self described at the midtests and the self described in a global sense at the pretest.

The final hypothesis to be discussed is whether the self-concept seen at the midtests was evidenced in the global view of self at the posttest. The technique used to answer this question was to calculate a gain score for each individual from pretest to midtests on scales with patterns II, III, and IV. Then a gain score was calculated for each individual from pretest to posttest on these same scales. The gain scores were then

correlated to see if those gains shown at the midtests would be the same kind of gain shown from pretest to posttest. The last overhead

[SHOW OVERHEAD # 18]

shows those correlation coefficients. Most of them are clearly between the .40 and .70 strength level which is indicative of a "substantial or marked relationship". So a tentative conclusion is that the specific self may have influenced the global self at the posttest.

In conclusion, what does this empirical research say that would be important to the camp director. First of all it provides some data based rationales for using adventure programming with adolescents. Secondly, it highlights the importance of specific experiences in terms of creating a measurable set of self-referent ideas. This should challenge us to take seriously the role of program planners because of the potential of providing a definite image of the camper's self as the result of a camping experience. Thirdly, this study would suggest that some high adventure activities may elicit self-referent ideas consistent with some traditionally accepted goals and values of many camping programs; namely the importance of being goal-oriented, self-confident, and accepting a task responsibly.

REFERENCE LIST

Gough, Harrison G., and Alfred B. Heilbrun, Jr. The Adjective Check List Manual. Palo Alto, California: Consulting Psychologists Press, 1965.

Sobieszek, Barbara, and Murray Webster, Jr. Sources of Self-Evaluation: A Formal Theory of Significant Other and Social Influence. New York: John Wiley and Sons, 1974.

OVERHEADS

The following overheads were used in the presentation of this paper and are referenced in the body of the paper.

OVERHEAD # 1

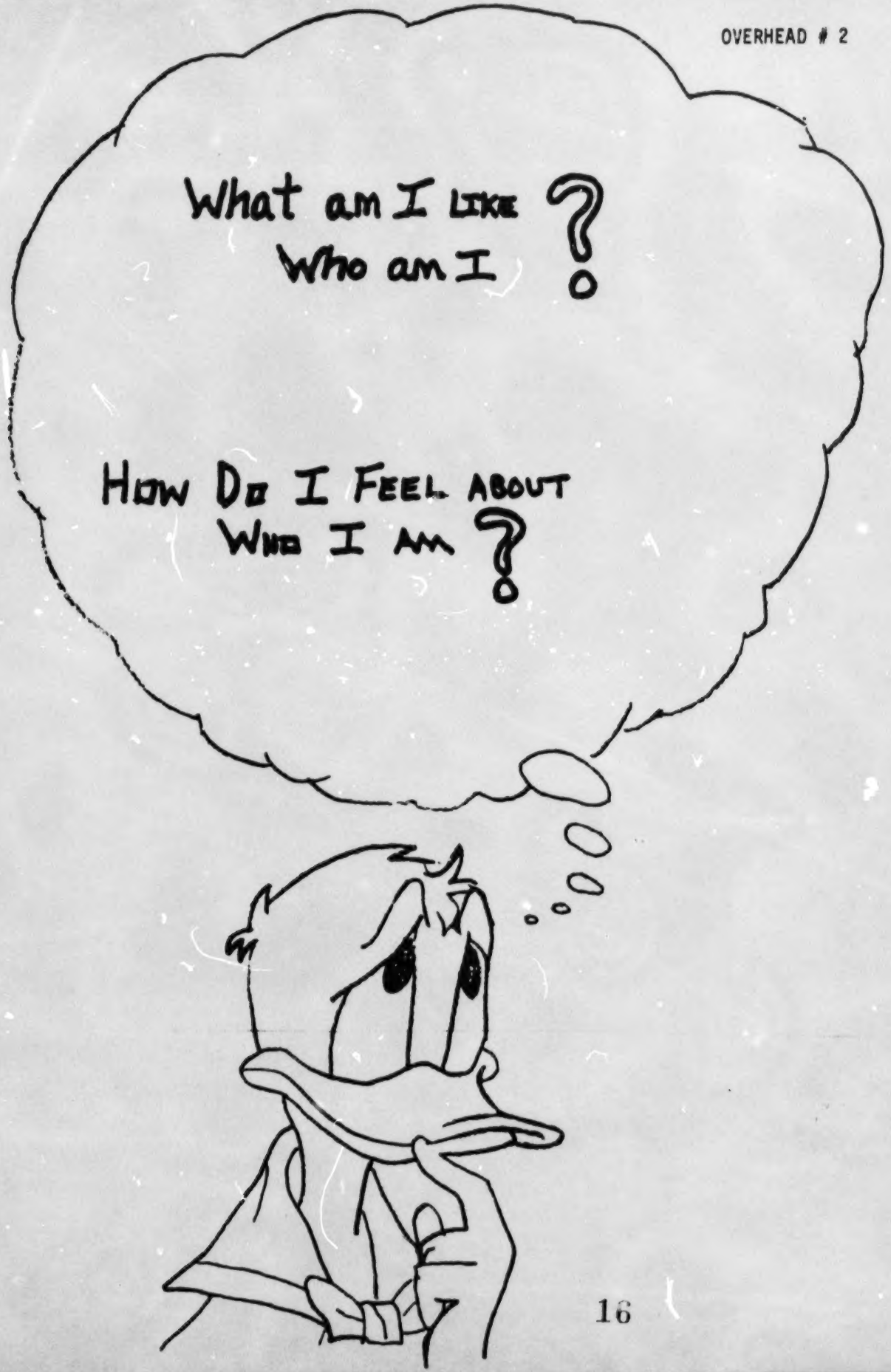
T H E

S E L F - C O N C E P T

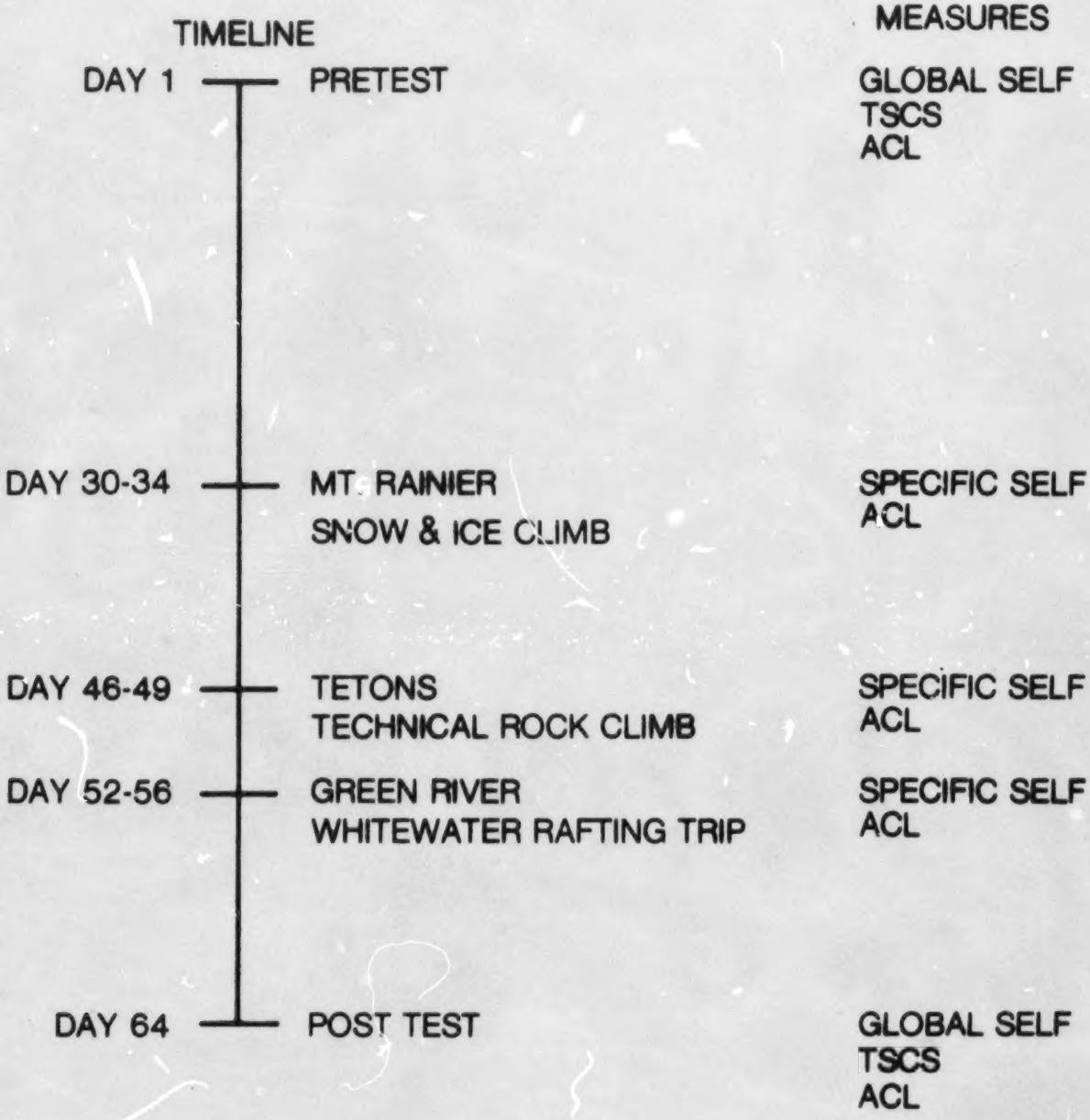
A S O B J E C T

DEFINITION - THE SELF IS A DYNAMIC ENTITY CONSISTING OF A SET OF SELF-REFERENT IDEAS WHICH HAVE BEEN FORMULATED FROM NUMEROUS PAST EVALUATIONS OF THE INDIVIDUAL IN DIFFERENT SETTINGS.

OVERHEAD # 2



DATA COLLECTION PROCEDURES



MAN AND HIS LAND EXPEDITIONS TRAVEL CAMP
WESTERN TRIPS I & II 1978
N = 57

OVERHEAD # 4

TENNESSEE SELF CONCEPT SCALE

1. I have a healthy body.....

3. I am an attractive person.....

5. I consider myself a sloppy person.....

19. I am a decent sort of person.....

21. I am an honest person.....

23. I am a bad person.....

37. I am a cheerful person.....

39. I am a calm and easy going person.....

41. I am a nobody.....

55. I have a family that would always help me in any kind of trouble.....

57. I am a member of a happy family.....

59. My friends have no confidence in me.....

73. I am a friendly person.....

75. I am popular with men.....

77. I am not interested in what other people do.....

91. I do not always tell the truth.....

93. I get angry sometimes.....

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

THE ADJECTIVE CHECK LIST

- ☐ absent-minded 1
- ☐ active 2
- ☐ adaptable 3
- ☐ adventurous 4
- ☐ affected 5
- ☐ affectionate 6
- ☐ aggressive 7
- ☐ alert 8
- ☐ aloof 9
- ☐ ambitious 10
- ☐ anxious 11
- ☐ apathetic 12
- ☐ appreciative 13
- ☐ argumentative 14
- ☐ arrogant 15
- ☐ artistic 16
- ☐ assertive 17
- ☐ attractive 18
- ☐ autocratic 19
- ☐ awkward 20
- ☐ bitter 21
- ☐ blustery 22
- ☐ boastful 23
- ☐ bossy 24
- ☐ calm 25
- ☐ capable 26
- ☐ careless 27
- ☐ cautious 28
- ☐ changeable 29
- ☐ charming 30
- ☐ cheerful 31
- ☐ civilized 32
- ☐ clear-thinking 33
- ☐ clever 34
- ☐ coarse 35
- ☐ cold 36
- ☐ commonplace 37
- ☐ complaining 38
- ☐ complicated 39
- ☐ conceited 40
- ☐ confident 41
- ☐ confused 42
- ☐ conscientious 43
- ☐ conservative 44
- ☐ considerate 45
- ☐ contented 46
- ☐ conventional 47
- ☐ cool 48
- ☐ cooperative 49
- ☐ courageous 50
- ☐ cowardly 51
- ☐ cruel 52
- ☐ curious 53
- ☐ cynical 54
- ☐ daring 55
- ☐ deceitful 56
- ☐ defensive 57
- ☐ deliberate 58
- ☐ demanding 59
- ☐ dependable 60
- ☐ dependent 61
- ☐ despondent 62
- ☐ determined 63
- ☐ dignified 64
- ☐ discreet 65
- ☐ disorderly 66
- ☐ dissatisfied 67
- ☐ distractible 68
- ☐ distrustful 69
- ☐ dominant 70
- ☐ dreamy 71
- ☐ dull 72
- ☐ easy going 73
- ☐ effeminate 74
- ☐ efficient 75
- ☐ egotistical 76
- ☐ emotional 77
- ☐ energetic 78
- ☐ enterprising 79
- ☐ enthusiastic 80
- ☐ evasive 81
- ☐ excitable 82
- ☐ fair-minded 83
- ☐ fault-finding 84
- ☐ fearful 85
- ☐ feminine 86
- ☐ fickle 87
- ☐ flirtatious 88
- ☐ foolish 89
- ☐ forceful 90
- ☐ foresighted 91
- ☐ forgetful 92
- ☐ forgiving 93
- ☐ formal 94
- ☐ frank 95
- ☐ friendly 96
- ☐ frivolous 97
- ☐ fussy 98
- ☐ generous 99
- ☐ gentle 100
- ☐ gloomy 101
- ☐ good-looking 102
- ☐ good-natured 103
- ☐ greedy 104
- ☐ handsome 105
- ☐ hard-headed 106
- ☐ hard-hearted 107
- ☐ hasty 108
- ☐ headstrong 109
- ☐ healthy 110
- ☐ helpful 111
- ☐ high-strung 112
- ☐ honest 113
- ☐ hostile 114
- ☐ humorous 115
- ☐ hurried 116
- ☐ idealistic 117
- ☐ imaginative 118
- ☐ immature 119
- ☐ impatient 120
- ☐ impulsive 121
- ☐ independent 122
- ☐ indifferent 123
- ☐ individualistic 124
- ☐ industrious 125
- ☐ infantile 126
- ☐ informal 127
- ☐ ingenious 128
- ☐ inhibited 129
- ☐ initiative 130
- ☐ insightful 131
- ☐ intelligent 132
- ☐ interests narrow 133
- ☐ interests wide 134
- ☐ intolerant 135
- ☐ inventive 136
- ☐ irresponsible 137
- ☐ irritable 138
- ☐ jolly 139
- ☐ kind 140
- ☐ lazy 141
- ☐ leisurely 142
- ☐ logical 143
- ☐ loud 144
- ☐ loyal 145
- ☐ mannerly 146
- ☐ masculine 147
- ☐ mature 148
- ☐ meek 149
- ☐ methodical 150
- ☐ mild 151
- ☐ mischievous 152
- ☐ moderate 153
- ☐ modest 154
- ☐ moody 155
- ☐ nagging 156
- ☐ natural 157
- ☐ nervous 158
- ☐ noisy 159
- ☐ obliging 160
- ☐ obnoxious 161
- ☐ opinionated 162
- ☐ opportunistic 163
- ☐ optimistic 164
- ☐ organized 165
- ☐ original 166
- ☐ outgoing 167
- ☐ outspoken 168
- ☐ painstaking 169
- ☐ patient 170
- ☐ peaceable 171
- ☐ peculiar 172
- ☐ persevering 173
- ☐ persistent 174
- ☐ pessimistic 175
- ☐ planful 176
- ☐ pleasant 177
- ☐ pleasure-seeking 178
- ☐ poised 179
- ☐ polished 180
- ☐ practical 181
- ☐ praising 182
- ☐ precise 183
- ☐ prejudiced 184
- ☐ preoccupied 185
- ☐ progressive 186
- ☐ prudish 187
- ☐ quarrelsome 188
- ☐ queer 189
- ☐ quick 190
- ☐ quiet 191
- ☐ quitting 192
- ☐ rational 193
- ☐ rattlebrained 194
- ☐ realistic 195
- ☐ reasonable 196
- ☐ rebellious 197
- ☐ reckless 198
- ☐ reflective 199
- ☐ relaxed 200
- ☐ reliable 201
- ☐ resentful 202
- ☐ reserved 203
- ☐ resourceful 204
- ☐ responsible 205
- ☐ restless 206
- ☐ retiring 207
- ☐ rigid 208
- ☐ robust 209
- ☐ rude 210
- ☐ sarcastic 211
- ☐ self-centered 212
- ☐ self-confident 213
- ☐ self-controlled 214
- ☐ self-denying 215
- ☐ self-pitying 216
- ☐ self-punishing 217
- ☐ self-seeking 218
- ☐ selfish 219
- ☐ sensitive 220
- ☐ sentimental 221
- ☐ serious 222
- ☐ severe 223
- ☐ sexy 224
- ☐ shallow 225
- ☐ sharp-witted 226
- ☐ shiftless 227
- ☐ show-off 228
- ☐ shrewd 229
- ☐ shy 230
- ☐ silent 231
- ☐ simple 232
- ☐ sincere 233
- ☐ skeptical 234
- ☐ slow 235
- ☐ sly 236
- ☐ smug 237
- ☐ snobbish 238
- ☐ sociable 239
- ☐ self-assured 240
- ☐ sophisticated 241
- ☐ spendthrift 242
- ☐ spineless 243
- ☐ spontaneous 244
- ☐ spunky 245
- ☐ stable 246
- ☐ steady 247
- ☐ stern 248
- ☐ stingy 249
- ☐ stolid 250
- ☐ strong 251
- ☐ stubborn 252
- ☐ submissive 253
- ☐ suggestible 254
- ☐ sulky 255
- ☐ superstitious 256
- ☐ suspicious 257
- ☐ sympathetic 258
- ☐ tactful 259
- ☐ tactless 260
- ☐ talkative 261
- ☐ temperamental 262
- ☐ tense 263
- ☐ thankless 264
- ☐ thorough 265
- ☐ thoughtful 266
- ☐ thrifty 267
- ☐ timid 268
- ☐ tolerant 269
- ☐ touchy 270
- ☐ tough 271
- ☐ trusting 272
- ☐ unaffected 273
- ☐ unambitious 274
- ☐ understanding 275
- ☐ unconventional 276
- ☐ undependable 277
- ☐ understanding 278
- ☐ unemotional 279
- ☐ unexcitable 280
- ☐ unfriendly 281
- ☐ uninhibited 282
- ☐ unintelligent 283
- ☐ unkind 284
- ☐ unrealistic 285
- ☐ unscrupulous 286
- ☐ unselfish 287
- ☐ vengeful 288
- ☐ versatile 289
- ☐ warm 290
- ☐ wary 291
- ☐ weak 292
- ☐ whiny 293
- ☐ wholesome 294
- ☐ wise 295
- ☐ withdrawn 296
- ☐ witty 297
- ☐ worrying 298
- ☐ zany 299

DO NOT POINT BELOW THIS LINE

+
−

OVERHEAD # 5

ADJECTIVE CHECK LIST

STANDARD DIRECTIONS

DIRECTIONS: This booklet contains a list of adjectives. Please read them quickly and put an X in the box beside each one you would consider to be self-descriptive. Do not worry about duplications, contradictions, and so forth. Work quickly and do not spend too much time on any one adjective. Try to be frank, and check those adjectives which describe you as you really are, not as you would like to be.

(Global Self)

MODIFIED DIRECTIONS

DIRECTIONS: Think for a moment about your ascent of Mt. Rainier and how you felt about yourself. Read through the list of adjectives quickly and put an X in the boxes of those adjectives that would describe you in your experience of Mt. Rainier. Those adjectives that would not describe you as you reflect about your experience with Mt. Rainier should be left unchecked. Work quickly and do not spend too much time on any one adjective.

(Specific Self)

OVERHEAD # 6

TABLE 1

CORRELATED t-TEST FOR
TENNESSEE SELF CONCEPT SCALE

SCALE NAME	PRETEST		POSTTEST		DIFF	t-RATIO
	MEAN	SD	MEAN	SD		
Total P	342.65	26.24	351.90	26.44	9.25	3.81***
Self-Criticism Score	38.05	6.23	38.53	6.12	0.47	0.69
Identity	122.97	8.92	125.98	8.50	3.02	3.11**
Self-Satisfaction	110.51	11.53	113.28	11.20	2.77	2.45*
Behavior	107.70	9.92	112.81	9.80	5.11	4.71***
Physical Self	67.91	7.60	69.49	7.11	1.58	2.36*
Moral-Ethical Self	69.30	7.11	70.19	7.66	0.90	1.22
Personal Self	66.53	6.41	69.25	6.51	2.72	3.77***
Family Self	71.86	8.08	74.25	7.17	2.39	3.64***
Social Self	65.91	6.57	68.90	6.39	2.98	3.97***
Total Variability	46.60	9.43	42.47	10.06	4.12	3.44**

For Df = 56 $t_{.05} = 2.00$ $t_{.01} = 2.66$ $t_{.001} = 3.46$

* > .05 significance

** > .01 signifiance

*** > .001 significance

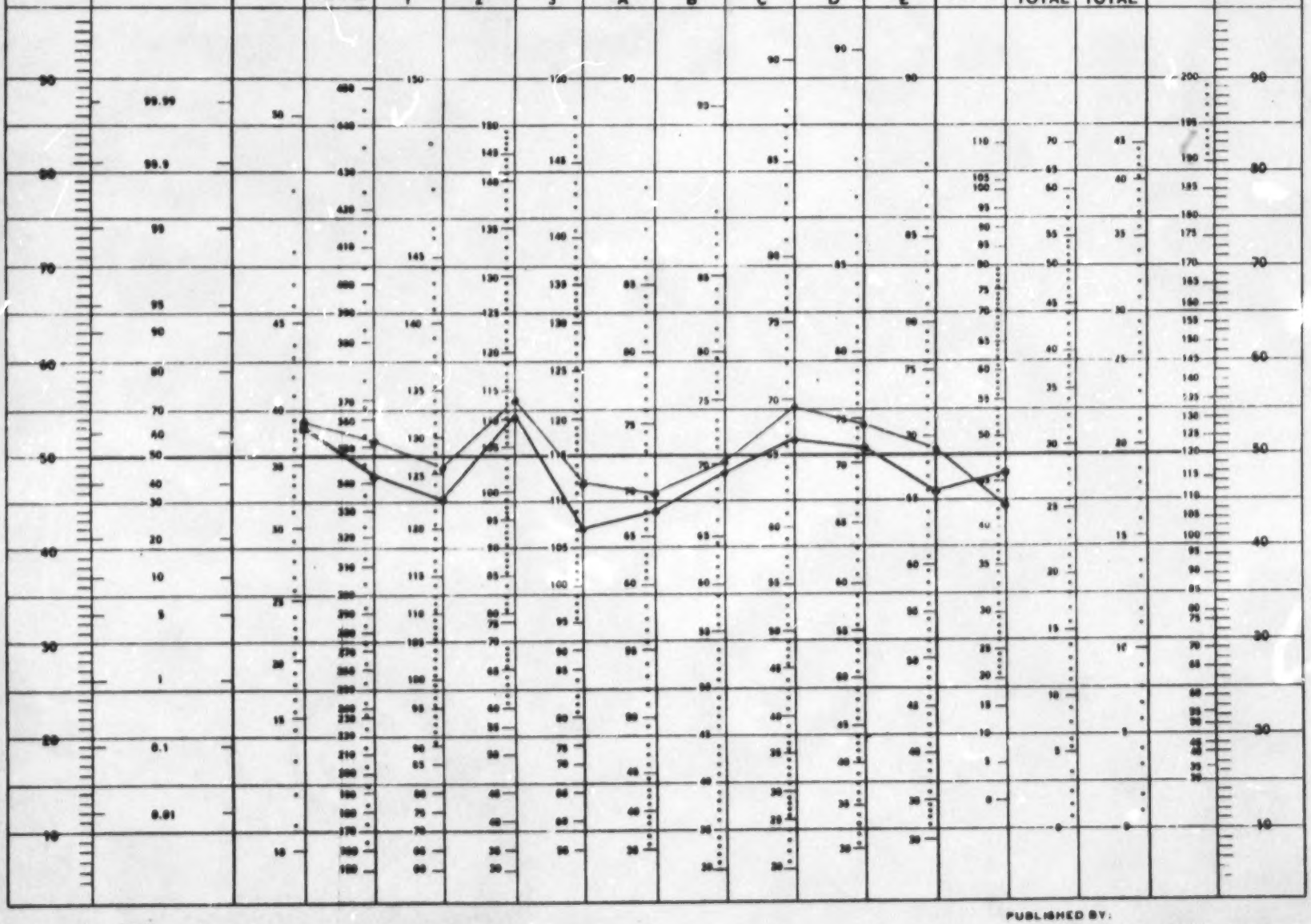
DB3/6

Tennessee Self Concept Scale

PROFILE SHEET

Counseling Form

		SCHOOL GRADE	SEX M F	AGE	DATE	TIME STARTED	TIME FINISHED	TOTAL TIME



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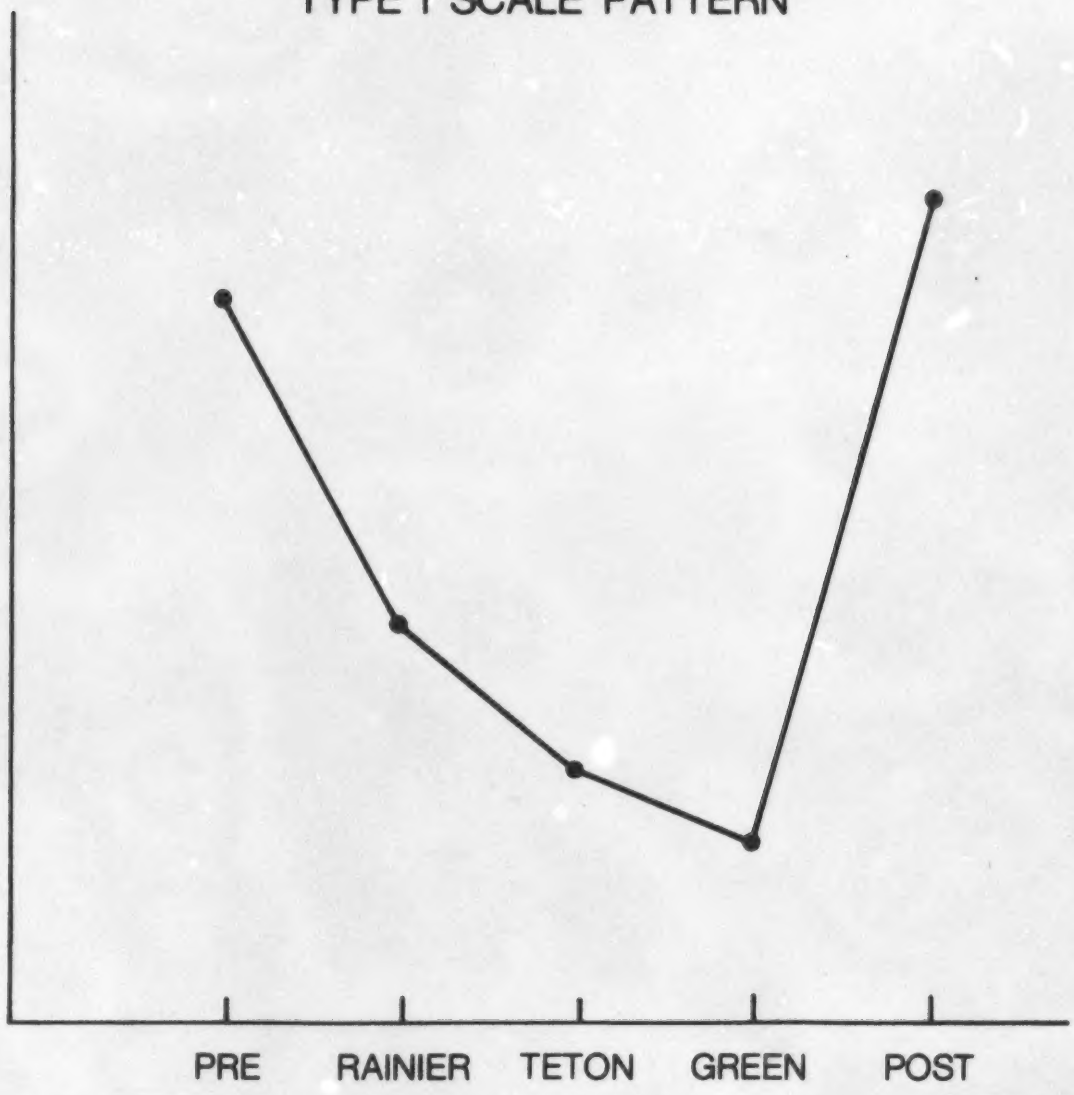
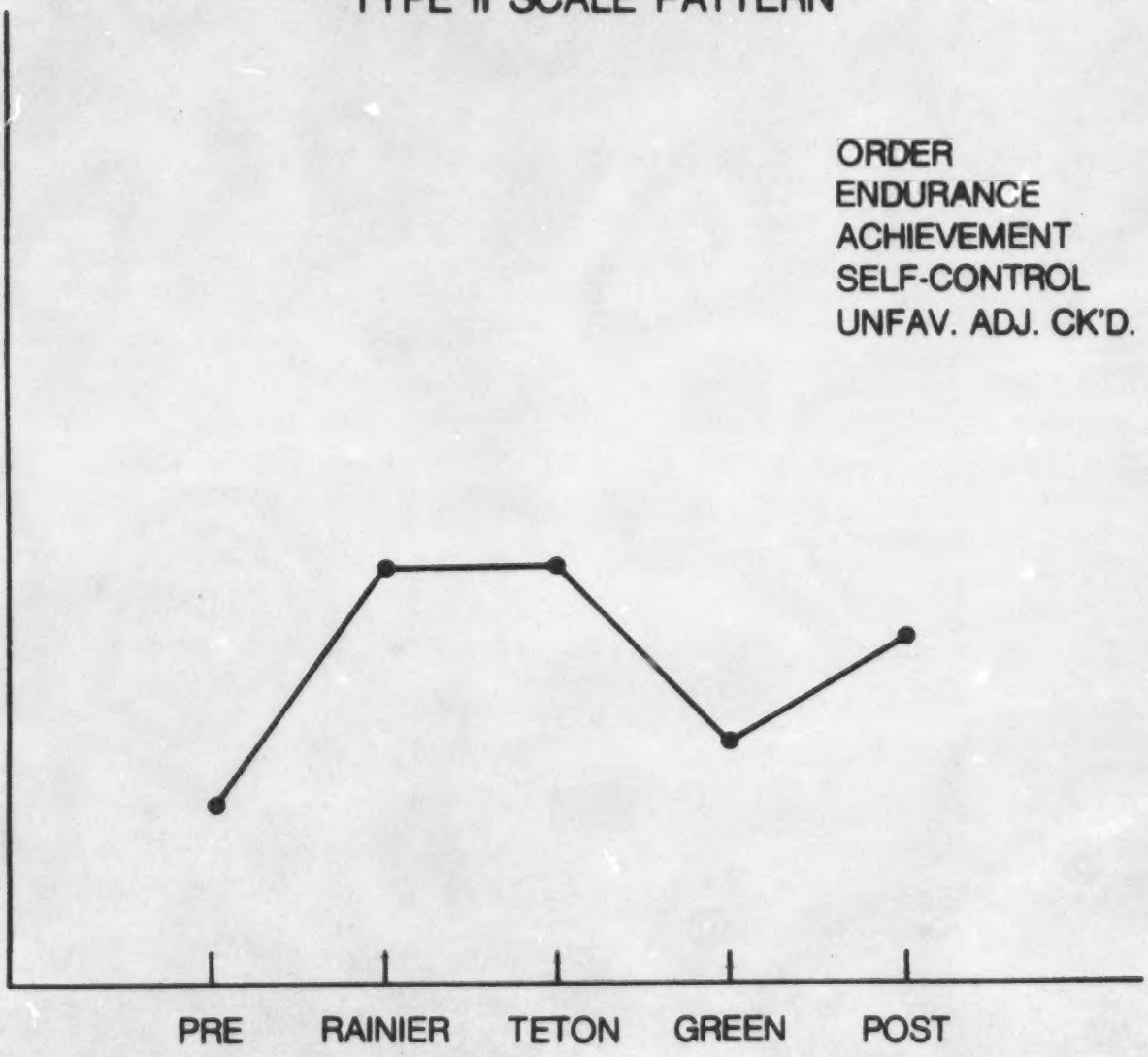
OVERHEAD # 8

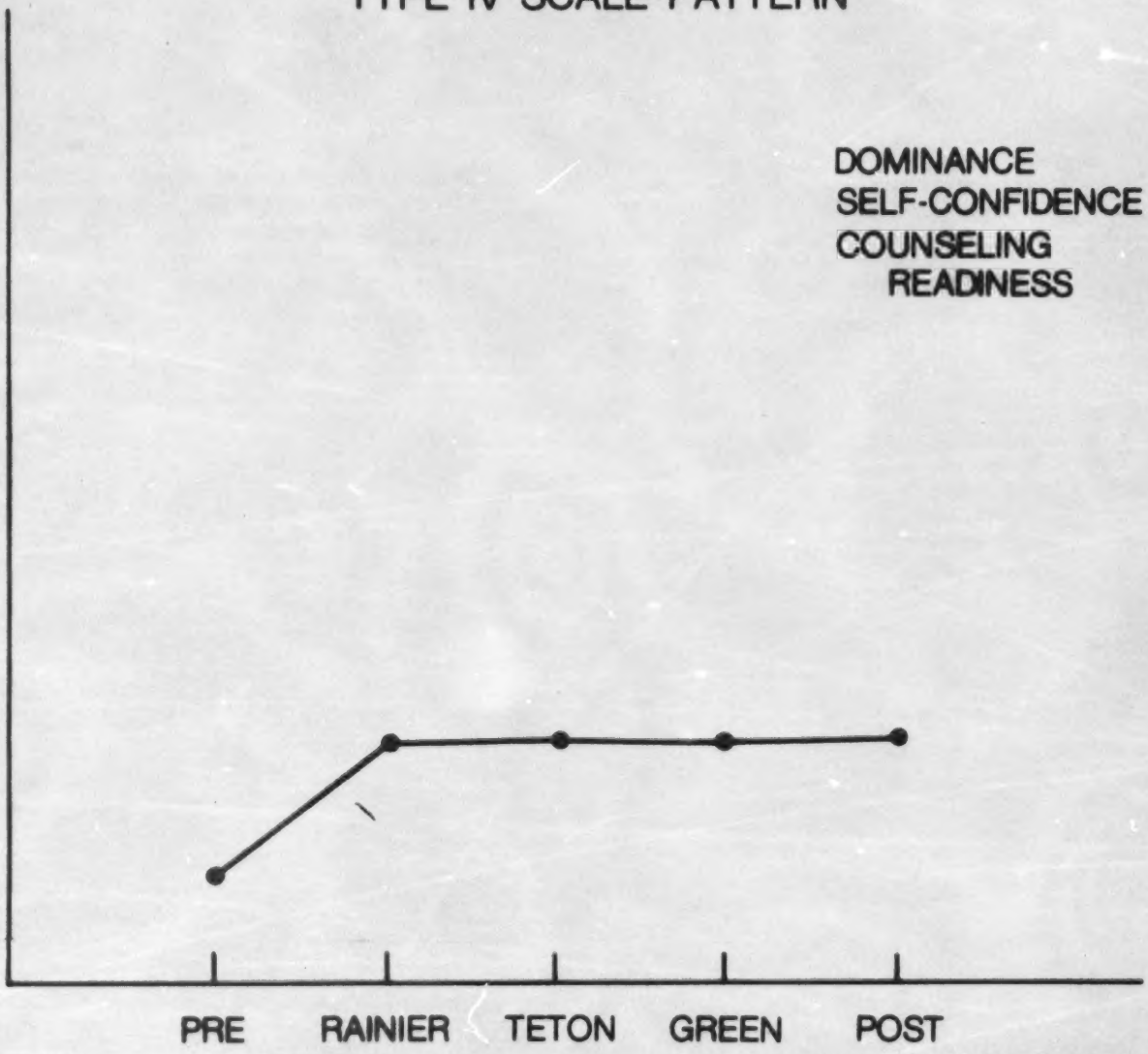
ADJECTIVE CHECK LIST
TYPE I SCALE PATTERN



ADJECTIVE CHECK LIST
TYPE II SCALE PATTERN



ADJECTIVE CHECK LIST
TYPE IV SCALE PATTERN



ADJECTIVE CHECK LIST
TYPE III SCALE PATTERN

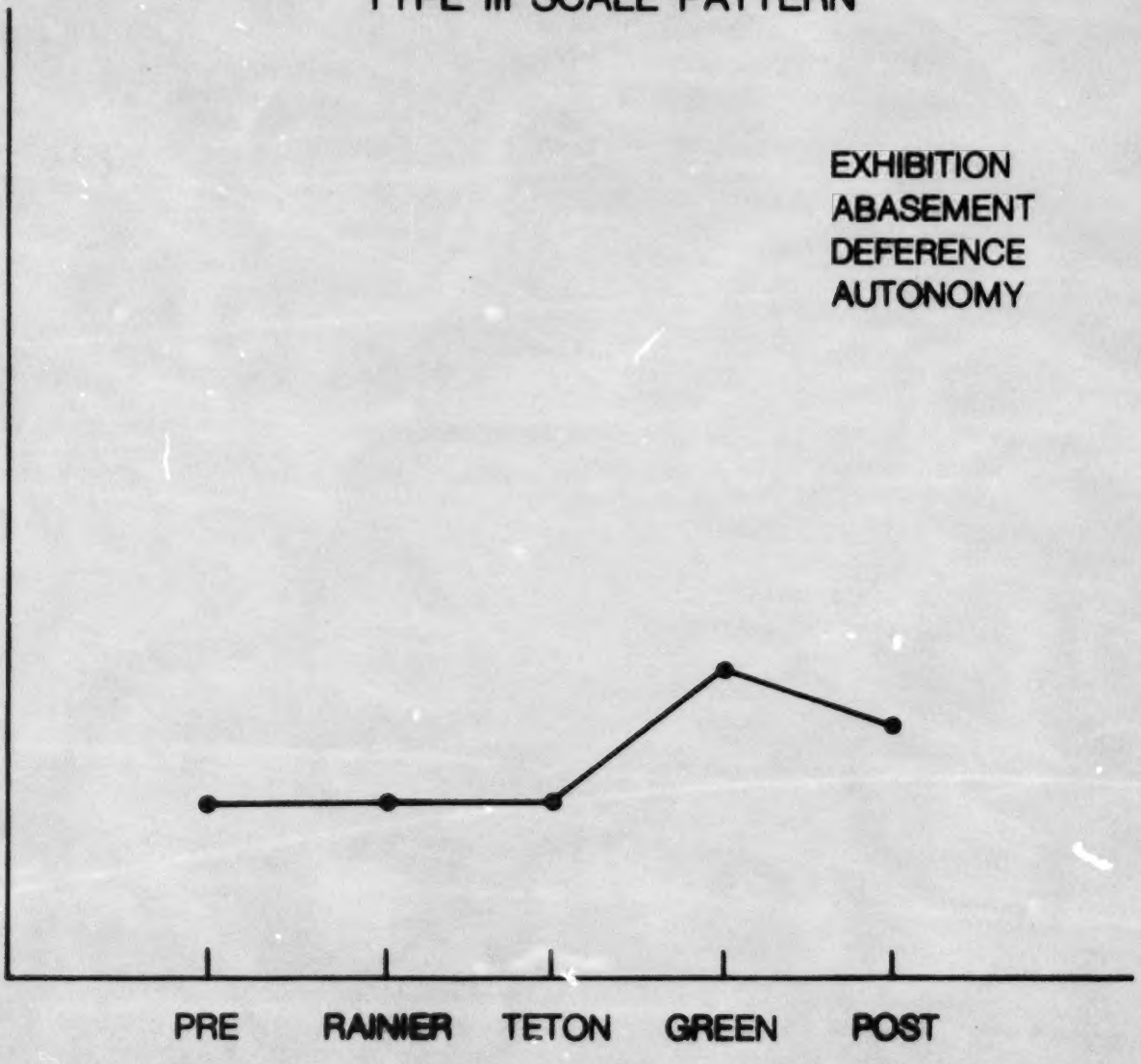


TABLE 9

WORDS CHECKED MOST FREQUENTLY AT RAINIER

WORDS	PERCENTAGE OF PARTICIPANTS CHECKING WORDS
ACTIVE, CAPABLE, COOPERATIVE, DETERMINED.	85-90%
ADVENTUROUS, ALERT, AMBITIOUS, ANXIOUS, CAUTIOUS, CONFIDENT.	80-85%
AGGRESSIVE, SERIOUS.	75-80%
ADAPTABLE, CLEAR-THINKING, CURIOUS, SELF-CONFIDENT.	70-75%
APPRECIATIVE, DEPENDABLE, HEALTHY, REALISTIC.	65-70%
ENERGETIC, ENTHUSIASTIC, MATURE, NERVOUS.	60-65%
AFFECTED, COURAGEOUS, INTERESTS-WIDE, SELF-CONTROLLED.	55-60%
DARING, EXCITABLE, FRIENDLY, NATURAL, OPTIMISTIC, PERSISTENT, RESPONSIBLE, SENSITIVE, TOUGH, TRUSTING.	50-55%
CHANGEABLE, EFFICIENT, HONEST, INDEPENDENT, ORGANIZED, PRACTICAL, REASONABLE, TENSE.	45-50%
ASSERTIVE, CALM, CHEERFUL, DEPENDANT, EMOTIONAL, HELPFUL, OUTGOING, RELIABLE, SELF-SEEKING, STABLE, STEADY.	40-45%

TABLE 10

WORDS CHECKED MOST FREQUENTLY AT TETONS

WORDS	PERCENTAGE OF PARTICIPANTS CHECKING WORDS
ALERT, CAUTIOUS	85-90%
ACTIVE, ADVENTUROUS, CAPABLE CLEAR-THINKING	75-80%
AGGRESSIVE, ANXIOUS	70-75%
AMBITIOUS, COOPERATIVE, DETERMINED, NERVOUS	65-70%
ADAPTABLE, CONFIDENT, SERIOUS	60-65%
DARING, DEPENDABLE, ENERGETIC	55-60%
CURIOUS, ENTHUSIASTIC, HELPFUL, STRONG	50-55%
CALM, ORGANIZED, PATIENT, PRACTICAL, RESPONSIBLE, TRUSTING	45-50%
APPRECIATIVE, COURAGEOUS, FRIENDLY, HONEST, INDEPENDENT, OUTGOING, PERSISTENT, REALISTIC, RELIABLE, SELF-CONTROLLED, TENSE	40-45%

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TABLE 11

WORDS CHECKED MOST FREQUENTLY AT GREEN

WORDS	PERCENTAGE OF PARTICIPANTS CHECKING WORDS
ADVENTUROUS	90-95%
ANXIOUS	85-90%
ACTIVE, ALERT	80-85%
AGGRESSIVE, DETERMINED	75-80%
COOPERATIVE	70-75%
ADAPTABLE, AMBITIOUS, DEPENDABLE, ENERGETIC, STRONG	65-70%
CAUTIOUS, CLEAR-THINKING, SELF-CONFIDENT	60-65%
CAPABLE, CONFIDENT, CURIOUS, ENTHUSIASTIC, EXCITABLE, HELPFUL, SERIOUS	55-60%
CONTENTED, DARING, IMPATIENT	50-55%
CHANGEABLE, EFFICIENT, FRIENDLY, HEALTHY, HONEST, HURRIED, INTERESTS-WIDE, OPTIMISTIC, REALISTIC, RELAXED, RELIABLE, RESPONSIBLE, TOUGH	45-50%
AFFECTED, BOSSY, CALM, COURAGEOUS, EMOTIONAL, INDEPENDENT, IRRITABLE, MOODY, OUTGOING, PERSISTENT, PLEASURE-SEEKING, REASONABLE, SELF-CONTROLLED, STEADY, TENSE	40-45%

TABLE 12

COMPARISONS OF TOP 20 ADJECTIVES CHECKED

RANGE	RAINIER	TETONS	GREEN
HIGH	*CAPABLE	$ALERT	$ADVENTUROUS
	$DETERMINED	$CAUTIOUS	$ANXIOUS
	$ACTIVE	$ADVENTUROUS	$ACTIVE
	$COOPERATIVE	$ACTIVE	$ALERT
	$ADVENTUROUS	*CAPABLE	$AGGRESSIVE
	$AMBITIOUS	$CLEAR-THINKING	$DETERMINED
	$CAUTIOUS	$ANXIOUS	$COOPERATIVE
	$CONFIDENT	$AGGRESSIVE	$ADAPTABLE
	$ANXIOUS	$DETERMINED	$DEPENDABLE
	$ALERT	NERVOUS	STRONG
	$AGGRESSIVE	$AMBITIOUS	$AMBITIOUS
	*SERIOUS	$COOPERATIVE	*ENERGETIC
	$ADAPTABLE	*SERIOUS	$CAUTIOUS
	*SELF-CONFIDENT	$ADAPTABLE	$CLEAR-THINKING
	$CURIOUS	$CONFIDENT	*SELF-CONFIDENT
	$CLEAR-THINKING	$DEPENDABLE	*HELPFUL
	HEALTHY	*ENERGETIC	ENTHUSIASTIC
	APPRECIATIVE	DARING	$CURIOUS
	$DEPENDABLE	*HELPFUL	$CONFIDENT
LOW	REALISTIC	$CURIOUS	EXCITABLE

* = Word found in two of the three groups
$ = Word found in all three groups

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DEFINITIONAL SELF IN HIGH ADVENTURE ACTIVITIES

SCALE TYPE THEMES

TYPE II — TAKING RESPONSIBILITY
TYPE IV — SELF—CONFIDENCE
TYPE III — ASSERTIVENESS AND INITIATIVE

WORDS CHECKED THEMES

— GOAL CENTERED TASK ORIENTATION
— ANXIETY
— SOCIAL INTERACTION (TASK BIAS)

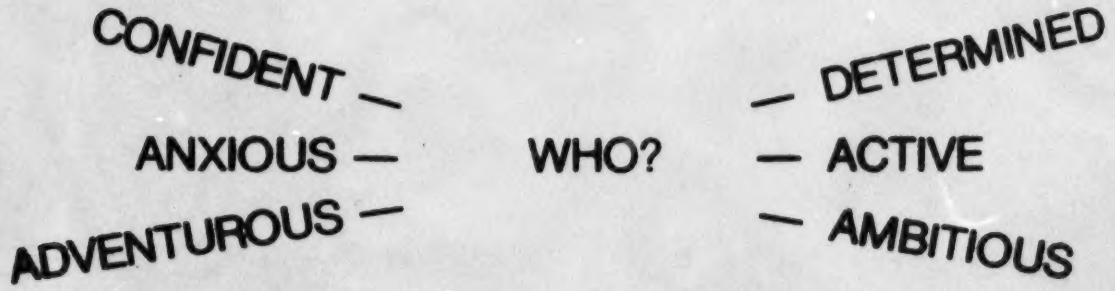

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TABLE 13

CORRELATIONS BETWEEN CHANGE SCORES SHOWN AT MIDTESTS AND CHANGE SCORES SHOWN AT POSTTEST FOR TYPE II, III, IV SCALES

	SCALE NAME	MIDTESTS		
		Rainier	Tetons	Green
P	Unfavorable	0.23	0.47	0.27
O	Self-Confidence	0.64	0.52	0.61
S	Self-Control	0.62	0.49	0.63
T	Achievement	0.54	0.45	0.57
T	Dominance	0.54	0.43	0.60
E	Endurance	0.64	0.61	0.53
S	Order	0.61	0.47	0.53
T	Exhibition	0.65	0.59	0.71
	Autonomy	0.55	0.70	0.73
	Abasement	0.41	0.42	0.52
	Deference	0.52	0.40	0.51
	Counseling Readiness	0.66	0.53	0.64

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